

RIDGELAND ELEMENTARY

Bees Creek Road
Ridgeland, S. C. 29936

GRADES PK-4 Elementary School

ENROLLMENT 819 Students

PRINCIPAL Mrs. Naomi Reed 843-717-1300

SUPERINTENDENT Dr. William Singleton 843-717-1100

BOARD CHAIR Patricia Walls 843-784-2849

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	9	59	24	2

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

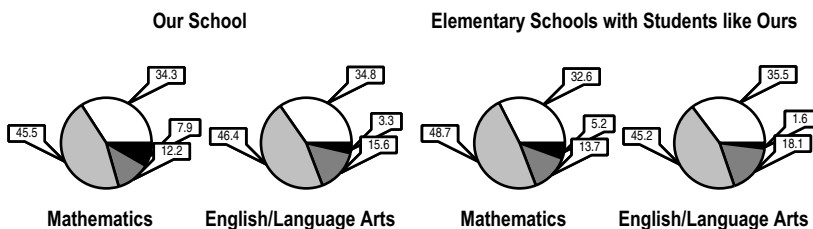
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	46	132	78
Percent satisfied with learning environment	62.8%	89.8%	54.1%
Percent satisfied with social and physical environment	37.8%	61.1%	51.4%
Percent satisfied with home-school relations	26.2%	92.2%	49.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	335	99.7	34.8	46.4	15.6	3.3	18.9	17.6
Gender								
Male	176	99.4	38.6	44.9	14.6	1.9	16.5	17.6
Female	159	100.0	30.7	47.1	17.1	5.0	22.1	17.6
Racial/Ethnic Group								
White	39	100.0	21.9	53.1	21.9	3.1	25.0	17.6
African-American	273	99.6	35.6	45.2	15.6	3.6	19.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	23	100.0	50.0	43.8	6.3	N/A	6.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	282	99.6	34.4	43.6	18.1	3.9	22.0	17.6
Disabled	53	100.0	37.2	62.8	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	335	99.7	34.9	46.0	15.8	3.4	19.1	17.6
English Proficiency								
Limited English proficient	15	100.0	61.5	38.5	N/A	N/A	N/A	17.6
Non-limited English proficient	320	99.7	34.3	45.4	16.8	3.6	20.4	17.6
Socio-Economic Status								
Subsidized meals	226	100.0	37.0	45.0	16.1	1.9	18.0	17.6
Full-pay meals	109	99.1	29.9	48.3	14.9	6.9	21.8	17.6

Mathematics								
All students	335	100.0	34.3	45.5	12.2	7.9	20.1	15.5
Gender								
Male	176	100.0	35.2	45.3	13.8	5.7	19.5	15.5
Female	159	100.0	34.3	44.3	10.7	10.7	21.4	15.5
Racial/Ethnic Group								
White	39	100.0	28.1	43.8	18.8	9.4	28.1	15.5
African-American	273	100.0	35.1	45.4	11.2	8.4	19.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	23	100.0	43.8	37.5	18.8	N/A	18.8	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	282	100.0	32.3	44.2	14.2	9.2	23.5	15.5
Disabled	53	100.0	46.5	53.5	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	335	100.0	34.8	44.8	12.4	8.0	20.4	15.5
English Proficiency								
Limited English proficient	15	100.0	46.2	38.5	15.4	N/A	15.4	15.5
Non-limited English proficient	320	100.0	34.2	44.8	12.5	8.5	21.0	15.5
Socio-Economic Status								
Subsidized meals	226	100.0	35.1	46.9	12.8	5.2	18.0	15.5
Full-pay meals	109	100.0	34.1	39.8	11.4	14.8	26.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	142	N/A	39.7	36.8	20.6	2.9	23.5
	Grade 4	145	N/A	36.4	47.1	16.4	N/A	16.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	179	100.0	35.0	45.4	14.1	5.5	19.6
	Grade 4	156	99.4	34.5	47.5	17.3	0.7	18.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	142	N/A	45.3	36.5	12.4	5.8	18.2
	Grade 4	145	N/A	50.0	39.3	7.9	2.9	10.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	179	100.0	34.4	44.2	9.8	11.7	21.5
	Grade 4	156	100.0	34.3	47.1	15.0	3.6	18.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 819)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.5%	2.4%
Attendance rate	94.9%	Down from 96.0%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.8%	Up from 3.6%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.6%	Up from 5.5%	8.6%	8.0%
Older than usual for grade	2.0%	Up from 1.2%	2.4%	1.1%
Suspended or expelled	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 64)				
Teachers with advanced degrees	48.4%	Up from 40.3%	45.8%	50.0%
Continuing contract teachers	73.4%	Up from 38.8%	81.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.5%	Up from 73.2%	83.3%	86.2%
Teacher attendance rate	92.7%	Down from 95.5%	94.4%	95.3%
Average teacher salary	\$36,839	Up 16.6%	\$39,079	\$39,909
Prof. development days/teacher	16.0 days	Up from 13.8 days	12.7 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	15.4 to 1	Down from 15.8 to 1	17.6 to 1	18.9 to 1
Prime instructional time	83.1%	Down from 94.5%	88.0%	89.7%
Dollars spent per pupil*	\$5,726	Up 2.0%	\$6,095	\$5,892
Percent spent on teacher salaries*	70.4%	Up from 67.4%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 60.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ridgeland Elementary School (RES) is now a "Modern Red Schoolhouse" (MRSH) designed to meet the needs of students entering the 21st Century. Over the period of the next three years, we are endeavoring to align our entire curriculum to state standards, develop rubrics for all lessons and create a standards-driven environment that works for students and teachers.

As we reflect over the past school year, there is much to celebrate! We continue to make gains on our state PACT testing and on first grade readiness assessments. We are the highest achieving school in the district. This shows our commitment to academic excellence for all of our students. We want each child to become a successful lifelong learner and are determined not to leave any child behind.

We continue to forge ahead with innovative initiatives to meet our goal that every child will succeed. Our teachers effectively utilize academic assistance plans to increase student success. Our "100 Book Challenge" motivates students in grades first, second and third, to read and enjoy reading. Our "English as a Second Language Teacher" works very hard to help our Hispanic population, and our after-school program provides tutorial assistance for our students. Our faculty and students (99%) supported our character initiatives. Our school sponsored Pancakes for Parents, Muffins for Mom, Donuts for Dad, Math Night, two PACT Nights, a MayFest and other activities that were wonderful successes! We are the recipients of several grants, one being over \$50,000 in technology equipment and others totaling over \$100,000. Several area businesses have partnered with us and we collected funds for "Jump Rope for Heart, Pennies for Patients and St. Jude's." Our parents raised over \$16,000 for Phase II of our new playground.

We participated in community parades, shared over 90 food baskets with Jasper County citizens and opened our doors to the Boys and Girls Club. We are grateful to the Callawassie Readers, Friends of Callawassie, Church of the Palms and volunteers for helping our boys and girls reach higher heights of achievement. We welcome visitors to RES where parents, students, teachers, and community make it happen.

Mrs. Naomi Reed - Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.